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Exposition.

Souvenir Manual.

Univ. of Mich.

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# SOUVENIR MANUAL



OF THE MINNESOTA  
EDUCATIONAL  
EXHIBIT



AT  
CHICAGO  
1893

FOR THE WORLD'S  
COLUMBIAN  
EXPOSITION



ROFFETT, THURSTON & PLANK, PRINTING CO.  
MINNEAPOLIS, MINN.





SOUVENIR MANUAL



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## PREFACE.

THE purpose of this little volume is to present in a comprehensive manner the educational facilities of the Commonwealth of Minnesota.

This Manual will be of sufficient interest and value as to warrant its publication as a permanent relic of the Great Exposition. There will be found over one hundred photo-engraved views of school buildings, class rooms, laboratories, libraries, drawing rooms, ventilation plants.

Explanatory descriptive matter will accompany the illustrations. A general subdivision of the subject matter of the Souvenir is as follows: Educational Exhibit, Department of Public Instruction, Common Schools, Normal School, Higher Education, Special Schools, Industrial Drawing and Manual Training, Physical Culture, School Libraries, Optical Projection, Ventilation.

If more detailed information is desired address the Executive Head of any school represented, or the General Secretary of the Educational Exhibit.

FRANK T. WILSON,  
General Secretary, Stillwater, Minn.



PLAN OF THE MINNESOTA EDUCATIONAL EXHIBIT.

## MINNESOTA EDUCATIONAL EXHIBIT.



THE Board of Commissioners having in charge the representation of the state interests at the World's Fair, early recognized the importance of an educational exhibit. Seven thousand five hundred dollars were set apart for this purpose, and State Superintendent, D. L. Kiehle, appointed superintendent of the exhibit. At his suggestion and recommendation, the following committees were appointed: *Higher Education*—Prof. J. F. Downey, Prof. Horace Goodhue, Pres. Geo. H. Bridgeman; *Normal Schools*—Presidents Irwin Shepard, Edward Searing, Joseph Carhart, L. C. Lord; *City Schools*—Supts. C. B. Gilbert, C. M. Jordan, R. E. Denfeld, S. S. Parr, J. H. Lewis; *Rural Schools*—A. E. Engstrom, J. H. Chapman, J. B. Chapin, T. B. McKelvey, Gertrude C. Ellis; *Special Schools*—Supts. J. L. Noyes, A. C. Rogers, J. J. Dow, W. A. Brown, G. A. Merrill. The chairmen of these committees constitute an Executive committee. Mr. Frank T. Wilson, formerly superintendent of the Stillwater schools, was induced to devote his whole time, for one year, to the preparation of the exhibit.

Plans were formulated; meetings of the various committees held until all details were settled. The general scheme of the exhibit is shown in the illustration upon the opposite page.

An attempt has been made to show, as far as practicable, courses of work in the various subjects taught in the schools, as well as the equipment for such work. A general illustration is placed upon wall surface and in wing frames, a more detailed illustration in bound volumes and portfolios. In addition the General Secretary, an amateur photographer, took a large number of negatives illustrating every phase of the material equipment of the state. From negatives thus obtained, Mr. J. M. Kuhn, a professional photographer of Stillwater, made prints and bromide enlargements which constitute a very prominent feature of the exhibit, as well as furnishing "copy" for the illustrations of this souvenir. A few additional photographs have been furnished by Duluth and Minneapolis photographers. A large educational map of the state, with smaller maps, charts and diagrams complete the main features of the exhibit.

It is impossible to place on exhibition the most valuable phase of Minnesota education, the spirit animating the work, but it is hoped that a suggestion, at least, has been given of a most progressive zeal in lifting our schools out of the ruts of dull, lifeless, machine work, into the brighter, more eager and stimulating life of the new education.



OFFICES OF DEPARTMENT OF PUBLIC INSTRUCTION—STATE CAPITOL.

## THE DEPARTMENT OF PUBLIC INSTRUCTION.



**T**HE Public School system of Minnesota is divided into: 1. Institutions—One University; four Normal Schools. 2. Districts—153 Special and Independent; 5,705 Rural. For the improvement of the system there is provided a (1) State High School Board and (2) Teachers' Institutes and summer schools.

The State Superintendent of public instruction, the official head of the system, is ex-officio a member of the Board of Regents of the University, is Secretary and member of the State Normal Board and of the State High School Board. He also has entire direction of the organization and conduct of the teachers' institutes and summer schools for the counties of the State. The institutes generally continue for one week and the summer schools for four weeks, and are distributed to meet the demands of the entire State. For their support there is an annual appropriation of \$27,000.

The State Superintendent has general supervision of all schools of the State, directing and advising in whatever pertains to the interpretation and application of school laws, providing all blanks required for the records of school attendance, business meetings and statistical reports to the state department. The biennial report of the Superintendent of public instruction contains a compilation of all educational statistics, a general review of the progress and condition of the school system, together with recommendations to the legislature for necessary support. Under the present law since 1865 the office has been administered by: Hon. M. H. Dunnell, to 1869; Hon. H. B. Wilson, to 1874; Hon. David Burt, to 1881; Hon. David L. Kiehle.

The annual expenditure in the administration of this department, including salaries, clerical service and contingent expenses, is \$6,900.00.





A TYPICAL COUNTRY SCHOOL.

## THE RURAL SCHOOLS.



**T**HE common school district is organized as a part of a township, containing from two to entire township. The Managing Board consists of a Director, a Treasurer and a Clerk, three years. The teachers of these schools are usually elected by the term, although an increase year. The schools are generally in a single department, all classes being taught by one teacher.

The superintendency of these schools is committed to a County Superintendent of schools, elected by the people for a term two years, at a salary of ten dollars for each district superintended. The County Superintendent examines and issues certificates of qualification to all teachers of rural schools. He visits all schools of his county, giving such direction and advice as promote the efficiency of the schools. In harmony with the plans of the State Superintendent, he organizes and directs the conduct of teachers' institutes and training schools in his own county. He also organizes and encourages the support of teachers' meetings and reading circles for the general improvement of his teachers.

### STATISTICS.

No. of rural schools.....	5,705
Value of buildings and sites.....	\$3,022,481.00
No. of teachers.....	6,560
Average monthly wages, males.....	40.79
Average monthly wages, females.....	31.40
Aggregate expenditure for support of rural schools .....	3,268,757.00



A TYPICAL VILLAGE SCHOOL.

## STATE HIGH SCHOOLS.



**F**OR the encouragement of higher education, High Schools are received under the supervision of the State High School Board, upon condition that

1. They maintain a required standard of instruction.
2. They provide free tuition to non-resident students applying.
3. They pass satisfactory inspection by a member or representative of the Board.
4. The pupils completing subjects pass examinations on questions prepared by the Board.

Each school receives from the state treasury, \$400 annually.

The State High Schools are divided into first, second and third classes, according to the completeness of their courses, the provision made in apparatus and libraries for instruction in natural science, history and literature, and the excellency of the work of the school in instruction and organization.

All pupils who pass the required examination in required subjects receive certificates in those subjects which are accepted in lieu of an examination upon entrance into the Normal schools or University.

The State Board have authority to appoint an Inspector of High Schools who shall give his entire time to their interests.

### STATISTICS.

Appropriations.....	\$38,000.00
No. of High Schools, first class.....	21
No. of High Schools, second class.....	29
No. of High Schools, third class.....	27
No. of non-resident pupils.....	976
Whole number of pupils.....	4,290



*Chalfield*



*Phelps School - Rochester.*



*St. Cloud*



*High School - Rochester.*



*Fairbault*



*Austin*



*St. Cloud.*

SPECIAL AND INDEPENDENT SCHOOLS.

## INDEPENDENT AND SPECIAL DISTRICTS.



**T**HESE are the organizations of towns and cities, and are essentially the same, independent law, while the special are organized by special legislative enactments. The governing Boards are members elected by the people for three years. To this Board is delegated much greater authority than to the school districts. The Board of Education may vote taxes for the support of schools, hire teachers, purchase apparatus and supplies, fix courses of study and in general do whatever is necessary to the success of the school. The schools of these districts are graded, consisting usually of eight years below the High School, and four years in the High School. The year is usually nine months long and teachers are employed by the year. In all the larger cities a separate Superintendent is employed, having supervision and direction of all grades and teachers.

### STATISTICS.

No. of Special and Independent Districts.....	153
Value of school houses and sites.....	\$7,248,296 00
No. of teachers employed.....	2,283
Average salary of Superintendents.....	1,830.00
Average salary of Principal of High Schools.....	839.00
Average salary of teachers, males.....	524
Average salary of teachers, females.....	382
Aggregate amount paid for current expenses.....	2,009,966.00
No. of pupils.....	191,941



## MANKATO PUBLIC SCHOOLS.



**T**HE thriving city of Mankato, situated in the Southern part of the State in a wealthy farming territory, has a flourishing and successful system of public schools. In accordance with the western spirit of enterprise, in addition to several neat lower grade school buildings, the city has provided a High School that is beautiful in external appearance and exceedingly convenient in its interior arrangement.

This building is 100 x 90 feet on the ground, made of Mankato stone and pressed brick. In the basement are the heating apparatus and fan system of ventilation, a large and well equipped gymnasium, well arranged closets and manual training rooms.

On the first floor are the offices of the Board and Superintendent, separated by folding doors; a private office and apparatus room, three school rooms with apartments for library and museums, three cloak rooms for pupils and one for teachers. On the second floor is the assembly room for the High School with alcoves and apartments for a library and study. On this floor are also the well equipped laboratories, three recitation rooms and the reading room stocked with the important publications of the day. Spacious and well arranged halls are on each floor. The entire building is furnished with gas, city water and electricity. The library, laboratory, chemical and physical museums and reading room have each made a good beginning.

The High School course embraces four years, giving classical, scientific and English courses. Physical culture and manual training are gradually taking their places as parts of the course. Having an enrollment of 120 pupils with five teachers it promises to become a strong High School.

G. F. KENASTON.



*Franklin School.*



*Assembly Room - High School.*



*Pleasant Grove School.*



*Union School*



*High School.*



*Laboratories.*

PUBLIC SCHOOLS—MANKATO.

## STILLWATER PUBLIC SCHOOLS.

**S**TILLWATER, the oldest town in Minnesota, situated upon the western bank of the St. Croix River, possesses one of the finest equipments of school buildings and appliances in the State. Conveniences in the way of slate blackboards, modern desks, ventilating plants, libraries and illustrative apparatus have been freely supplied. The smaller ward schools are well supplied with means of natural ventilation, while in the three larger buildings are to be found the most modern system of mechanical ventilation with double fans. Twenty-one schools are equipped with solar cameras and appliances for projection of pictures by sunlight. The stock of lantern slides embraces nearly 2,000 views pertaining to every subject taught in the schools.

The accompanying views will give some conception of the character of the educational appliances of the city. The pride of the city is its High School with its beautiful auditorium, commodious library, attractive and comfortable class rooms, laboratories extensively equipped with apparatus, manual training shop, drawing room and gymnasium.

"By special act of the state legislature the city of Stillwater is declared to be a school district, and body corporate, by the name and style of 'The Stillwater City School District,' in the county of Washington, and by such name may contract and be contracted with, acquire and convey property, sue and be sued in the proper courts.

"The officers of the district, seven in number, constitute the Board of Education. Each member is elected for a term of four years, two from each ward and one at large. In case any Director should die, resign or remove from the district before the expiration of his term of office the Board of Education supplies the vacancy until the next election shall occur.

"The                      or                      ze is President of the Board, presides at all meet-

ings, signs all orders on Treasurer for payment of money, and performs duties usually performed by the President of a corporation.

"The Secretary, selected by the Board from its own members, keeps a full and clear record of proceedings of the Board, draws and attests all orders on the Treasurer, keeps a full and clear record of such orders, and takes receipts for all orders before the delivery thereof. The Secretary performs such other duties as are usually performed by such officer or as may be directed by the Board. He cannot draw any order on the Treasurer except by the majority vote of the members of the Board of Education, taken by ayes and nays, and entered in the record.

"The Board can levy upon the taxable property, such taxes as will raise sufficient sums of money for all school purposes of every character, provided such taxes do not exceed fifteen mills on a dollar. The purchase and sale of real property requires an aye vote of five members. The Board has full power and authority to do anything whatever that may advance the interests of education, the good government and prosperity of common schools of the city not inconsistent with present school law."

The school has had an average enrollment for the past three years of about 1,700 pupils. The corps of teachers numbers forty-four, including a Supervisor of drawing. The High School has averaged about 100 pupils, with five teachers in charge.

The annual running expenses of the school have averaged about \$27.00 per pupil, for all grades; for the High School alone, about \$60.00 per pupil.

Board of Education—Ernest L. Hospes, President and member at large; W. T. Per Lee, Secretary; A. T. Jenks; Jno. F. Burke; A. T. Lindholm; Frank Berry; J. H. Henning.

M. A. STONE,

Superintendent



HIGH SCHOOL—STILLWATER.





*Apparatus Room.*



*Gymnasium.*



*Shop.*



*Science Room.*



*Auditorium.*



*Assembly Room.*



*Chemical Lab.*

HIGH SCHOOL—STILLWATER.



*Intermediate School*



*Office Cabinet*



*Map Work.*



*Natural History Lesson.*



*Lincoln School*



*Boiler Room*



*Grammar School.*

STILLWATER PUBLIC SCHOOLS.



## WINONA PUBLIC SCHOOLS.



THE Public School system of Winona consists of a High School, three Grammar, and four Branch or Primary Schools. The buildings are all substantial structures of brick and stone, located upon handsome sites, and together are valued at \$250,000.

The present year 3,350 pupils are enrolled, as follows: Night schools, 250; High school, 270 (115 of these are Preparatory or Eighth grade); Seventh grade, 150; Sixth, 250; Fifth, 280; Fourth, 300; Third, 400; Second, 450; First and Kindertarten, 1,000.

The number of pupils in each building being sufficiently large, the grading is close. The class intervals below the High School are usually less than a half year, and transfers are frequent between classes. The departments are thus quite uniform in size. There are usually two classes to each teacher—never more than three; thus allowing suitable alternation between study and recitation, but these classes, being adjacent and close in grade, have many recitations in common. There are no duplicate classes in the same district.

Economy in grading permits a liberal course of study without crowding the work. Pupils are admitted at five years and are introduced to regular grade work by means of Kindergarten methods, the true spirit of which is invited to remain.

The subjects taught in the grades are English language, numbers, reading, spelling, writing, drawing, general lessons, music and physical culture. Geography is introduced in the Third grade and American history in the Fifth.

The High School course presents an elective plan but fixes, for all students, two-thirds of the work, covering studies in English, mathematics, history and science. The remaining one-third may be elected by the student from a wide range of subjects, including ancient and modern languages, history, mathematics, business and social economy, science, literature and art.

*In this course of study the universality of knowledge, in its rela-*

tions to the mind, and also the unity of knowledge, and the necessity for unity in education are recognized. The child is made the unit or center of all work, and as growth and strength are promoted by activity, endeavor is made to excite in the pupil that breadth of action, which will secure the development of stable character in true men and women. Pupils are taught to do, to think, to act, to know—thus mastering themselves.

The unifying element in the course of study is language. It appears as the product of thought and expression. All other branches of the course become assistants to language either by furnishing means for expression or, what is perhaps of no less importance, by furnishing subjects for thought.

The discipline of the schools is good and the standard by which it is obtained is uniformly high. The average monthly percentage of attendance this year has in no instance fallen below 96, while 98 has been reached, and many schools continually record percentages above 99, while a record below 90 is unknown. The average record of tardiness is less than one case in a thousand. Entire months pass without any cases of truancy, suspension, or corporal punishment.

There are seventy-five teachers, including one Superintendent, two supervisors (drawing and penmanship), seven High School instructors, three grammar principals, one substitute teacher, fifty-two department teachers, five assistants, and four teachers of night schools.

How perfectly desirable results are approximated in our teaching must be judged from the facts that about 75 per cent. of our teachers are graduates of Normal schools, that most others are graduates of institutions of higher learning, and that all are making a faithful and truly honest endeavor to solve the "educational problem" according to the conditions presented in this city.

B. T. DAVIS,  
Superintendent.



*Madison Annex.*



*Madison Grounds showing Main Bldg. & Annex.*



*Central Bldg.*



*High School - East Front.*



*High School Bldg.*



*Washington Bldg. & Grounds.*



*High School - South Front.*

WINONA PUBLIC SCHOOLS.



*Jackson Bldg.*



*Washington Bldg. 7th Grade.*



*Sugar Loaf Bldg.*



*Madison Annex Primary Room Union.*



*Jefferson Bldg.*



*Central Bldg. Primary Room.*



*Kosciusko Bldg.*

WINONA PUBLIC SCHOOLS.





*High School 2<sup>nd</sup> Floor Showing South Ball Window*



*High School Biological Laboratory*



*High School Assembly Room*



*High School Art Room*



*High School Chemical Lab'y.*



*High School Physical Lab'y*



*Superintendent's Office & Board Rm.*

HIGH SCHOOL—WINONA.

## DULUTH PUBLIC SCHOOLS.



It is seldom possible to find a city or even a village of any size in this country that does not take a certain amount of just pride in its public schools. Indeed the educational institutions of a community come very near to its heart, and the remark "we have the best schools in the state," is not infrequent, and shows how deeply each community feels in reference to this foundation of our republic.

This, in a very large degree, is true of Duluth. From two or three buildings in 1880, with a valuation of four or five thousand dollars, the growth has been so magical that to-day it has twenty-four buildings with an estimated value of one million three hundred thousand dollars.

The course of instruction is the same as that generally adopted throughout the state, eight years preparatory to the High School and four years in the High School. Each grade to the eighth, is divided into an A and B class. Promotions from the B to the A class of one grade, or from the A class of one grade to the B class of the next, occur semi-annually.

In addition to these grades there is also a kindergarten connected with the training school; thus the spirit of the kindergarten is exemplified in all the work of the grades, and teachers, mostly the graduates of our High School, are being prepared to properly take up, from a professional point of view, the instruction in the city schools.

Duluth was the first city in the state to adopt the free text book system, which has now passed the experimental stage. Providing children with books and supplies has demonstrated that better results can be obtained than under the old plan. Books are always at hand when needed, and children are provided with variety and taught the care of property, while from an economical stand-point considerable is saved for those who have children to send to the public schools.

Beside the so-called common school branches, wood-carving, map-moulding, drawing, modeling, penmanship, physical culture and music

Duluth is supplied with specialists in the different branches and the work is carried on systematically and thoroughly. Throughout the public school system there is a tendency toward the practical side of education. It is safe to say that no city in the country provides more liberally for the instruction of its school-children than Duluth. All that is required for thorough training, according to the modern educational ideas, has been introduced.

The school buildings are solid substantial structures, built either of stone, or stone and brick; finished in hardwood and provided with the Plenum and exhaust system of heating and ventilating, there being both direct and indirect radiation in each. Every class-room in the newer buildings is provided with natural slate blackboards of from three and a half to four and a half feet in width, a cabinet with glass doors for the display of natural history specimens, collected by the pupils in their science work; also drawers for holding paper, pencils, etc., as well as closets. There are also separate wardrobes for girls and boys. Nearly all the rooms have light entering from two sides, that is, from the left and rear, thus giving an abundance of light, which can be regulated by the Venetian blind, with which each window is provided.

At present there is an enrollment in the public schools of over 6,000 pupils who are instructed by a corps of 180 teachers. It is possible to form some idea of the material growth as well as the growth of the educational institutions of this city, when it is known that in 1885 there were only twenty-five teachers and 1,500 pupils.

The financial condition of the district is in most excellent shape and the confidence of the people in the wisdom and the policy pursued by the present Board, is shown by a recent vote on the question of issuing \$200,000 worth of bonds, that out of a total number of 2,048 votes cast there were only ten votes cast against the issuance of bonds.





*Jefferson Public School.*



*Endicott School.*



*Adams School.*



*Lincoln School.*



*Longfellow School.*

DULUTH PUBLIC SCHOOLS.



## DULUTH CENTRAL HIGH SCHOOL.



**W**HEN all has been said there is still one point in which Duluth stands at the front in its educational facilities, namely, that of having the finest High School building in the United States.

This structure, built of native brown-stone, is on a grand model, architecturally. It occupies the centre of an entire block, 300x400 feet, in the most thickly settled section of the city and near the dividing avenue. Its location is commanding, overlooking, as it does, the city and the lake. The style of architecture is the Romanesque, the structure being nearly in the form of a letter T, 282 feet front, ninety feet wide on the two wings; the centre portion 182 feet deep and eighty-six feet wide, with a massive square tower rising from the front and centre of the building a distance of 230 feet, surmounted by a pyramidal cap. The tower contains a Howard clock movement, with four dials, each ten feet six inches in diameter, and a chime of Westminster bells, four in number. The cost of this crowning feature of the Duluth public schools is \$300,000.

The wood work of the interior of the building is for the most part of quarter sawed oak. The assembly hall and library are finished in white birch with cherry stain, the offices of the Board being finished in sycamore, beautifully polished.

In the basement, in the East wing, is located the manual training room, containing 5,750 square feet of floor space, in which is located the carpentry benches and tools, lathes for turning, band saws, pony planer, iron lathes, shaper, etc., for iron work. In the West wing is located the cooking and also the sewing room. In the North end of the basement is the engine room provided with a fifty horse-power engine, used to drive the fans and the machinery of the manual training department, also a 350 light dynamo.

On the first floor are eleven class rooms, 30x30 feet each, *accommodating about fifty pupils*; the offices of the Board, the library and text

book room together with ample wardrobes for the different class rooms, also the toilet rooms.

On the second floor are eleven class rooms and Principal's office, and in the standard part of the T-shaped floor is situated the assembly hall, 72x104 feet, together with a gallery running round the entire hall, capable of seating over 2,000 people. It has a stage, the same as that of a modern theatre, with head and foot-lights, dressing rooms and all accessories. The ceiling is panelled and the woodwork handsomely carved, giving a rich and substantial appearance.

On the third floor are to be found the physical and chemical laboratories, drawing room and gymnasium, as well as several class rooms, and a large room designed for a museum.

The heating and ventilating system is very complete, known as the Plenum and exhaust, with steam heat, direct and indirect radiation.

The High School proper numbers about 300 pupils, in charge of a principal with nine assistants. There are the usual four courses open to the pupils in this school.

The well equipped manual training department at present enrolls forty-eight boys and twelve girls. The department of domestic economy is also a new feature, as well as that of stenography and type-writing. Drawing and vocal music as special studies are carefully attended to, as well as the physical culture exercises in the excellent gymnasium.

In 1884 the High School contained twenty-six pupils, its present enrollment is 300, and the graduating class for '93 numbers thirty-two. From this may be seen the progress made in one direction. If there is any truth in the statement that the public schools of the city or town indicate its true progress, Duluth certainly does not rank second to any city in the country.



CENTRAL HIGH SCHOOL—DULUTH.





*Kindergarten Rm. Wash'n. Training School.*



*Corridor, Central High School.*



*Model School Rm. Wash'n. Training School.*



*Auditorium.*



*Drawing Rm. Central High School.*



*School Room.*



*Stairway - Central High School.*

DULUTH PUBLIC SCHOOLS.



*Principals Room*



*Chemical Laby.*



*Physiology Class Room.*



*Gymnasium*



*Office*



*Physical Laby.*



*Shop*

CENTRAL HIGH SCHOOL—DULUTH.





*Kindergarten Rm. Wash'n. Training School.*



*Corridor: Central High School.*



*Model School Rm. Wash'n. Training School.*



*Drawing Rm. Central High School.*



*Auditorium.*



*School Room.*



*Stairway - Central High School.*

DULUTH PUBLIC SCHOOLS.

## ST. PAUL PUBLIC SCHOOLS.

**T**HE first School Board in St. Paul was organized in 1856, under an act of the Minnesota territorial legislature passed in that year. The first available report of enrollment is that of December, 1858, in which the number of children enrolled in the schools is given as 606; in 1865 this had grown to 2,111; in 1870, to 2,689; in 1879, to 4,003.

The first school building was erected in 1857; in 1865 there were four; in 1870 the number had grown to five, including a High School, and there were employed thirty-eight teachers. In 1880 the number of school buildings was sixteen; in 1890 there were forty-three.

The following table will give the increase in total enrollment and number of teachers employed since 1878:

SCHOOL YEARS	Total Enrollment	No. of Teachers, day and night.	Number of Sittings.
1878-79.....	4,003	87	3,688
1879-80.....	4,348	96	3,728
1880-81.....	4,892	113	4,786
1881-82.....	6,725	129	6,060
1882-83.....	7,654	152	7,760
1883-84.....	9,266	175	8,660
1884-85.....	9,491	204	10,580
1885-86.....	10,698	250	12,584
1886-87.....	12,454	270	12,770
1887-88.....	14,460	349	15,810
1888-89.....	15,658	384	17,190
1889-90.....	16,442	460	17,822
1890-91.....	17,979	481	17,822
1891-92.....	18,970	475	17,822
1892-93.....	20,020	446	....

The public school system of the city is now organized under a special law enacted in 1891. This law places the control of the schools

in a board of seven members, to be appointed by the Mayor and to hold office for three years, one-third retiring each year. The Board have full authority to employ Superintendent and teachers, fix compensations, assign courses of study, and in general, exercise absolute authority in all matters excepting the determination of the tax to be levied; this is done by the Council.

The schools, as organized under the present Board, consist of the following departments: A teachers' training school, a high and manual training school, and forty-two primary and grammar schools. The high and manual training school, with an enrollment of fourteen hundred, is in charge of a principal and forty teachers, its various courses covering a period of four years which fit the students for the different colleges and universities of the United States, for general business and for technological schools. It has thoroughly equipped libraries, especially for the study of history; laboratories for the study of chemistry, physics and the biological sciences; shops for carpentering, wood-carving, iron and wood-turning, pattern-making, modeling, besides a foundry and machine shop. All work, so far as possible, both manual and intellectual, is carried on according to laboratory methods. It is largely a self-governing institution.

The teachers' training school admits especially recommended graduates of the city High School, and others upon competitive examination, and furnishes one and one-half years' technical training to prepare its graduates for positions in the kindergarten, primary and intermediate grades of the city school. The curriculum consists of the study of psychology and the principles of education, together with observation and practice in the model schools. These model schools include the kindergarten and the first five grades. During the last half



HIGH SCHOOL—ST. PAUL.





*Freehand Drawing.*



*Science Laboratory.*



*Mech. Drawing Class.*



*Biology Laboratory.*



*Assembly.*



*Physical Laboratory.*



*Chemical Laboratory.*

PUBLIC SCHOOLS—ST. PAUL.



*Lower Grade Shop.*



*Sixth Grade Class.*



*High School Forge Shop.*



*High School Turning Class.*



*High School Machine Shop.*



*High School Foundry.*



*High School Joinery Class.*

PUBLIC SCHOOLS—ST. PAUL



## PUBLIC SCHOOLS OF MINNEAPOLIS.



**I**T is not half a century since the first District School was established in the little village of St. Anthony, on the banks of the Mississippi River, where St. Anthony Falls marked a favorable site for lumbering and manufacturing. Today the city of Minneapolis employs 650 teachers in her public schools. Into these schools 27,165 pupils were admitted during the school year of 1892-93. So rapidly does the school population increase that at least two new school buildings must be erected every year. During the current year four new buildings will have been added to the number provided by the citizens of the city a year ago.

Forty-nine school buildings are now in use. The types of these buildings are indicated in the following pages. They contain from six to twenty rooms. Those recently erected for the grades contain but two stories. They have wide halls, good lighting, mechanical ventilation, with fans and approved sanitation. The Central High School is of gray stone. It was built in 1878, and an addition nearly equal in size to the original building was erected in 1888. The South Side High School was completed in January, 1893. It is built of red pressed brick, and has a large Assembly Hall, twelve class rooms, with recitation rooms adjoining, art and science rooms fitted with appropriate apparatus and full equipments for manual training. It was erected at a cost of \$100,000.

The management of the schools is entrusted to a Board of Education consisting of seven members. Two members are elected every alternate year, three members being chosen every sixth year. Their term of service is six years. This arrangement insures stability and intelligence in the direction of the schools, as two-thirds of the Board are always experienced men.

The supervision of the schools is in the hands of the Superintendent, with a Supervisor in charge of the Primary schools. The departments of music, cooking, sewing and manual

training are directed by special Supervisors. In every building is a Supervisory Principal who is in nearly all cases relieved from teaching, and enabled to give her entire time to the supervision of the schools under her charge. The Principals, with one exception, are women, who have become familiar with the work of the grades before assuming their supervisory duties, and have proven in every way thoroughly competent to direct the schools in their charge.

The city provides four High Schools, in which the complete course is taken by the pupils. Graduates from any of these schools are admitted into the State University without examination. Minneapolis boys and girls can thus obtain a generous education at home.

An important feature of the Minneapolis school system is the provision for evening schools. So many pupils are obliged to leave school before completing the grades and so many foreigners arrive in this city without knowledge of the English language, that this department is a necessity. Nearly 2,000 pupils were instructed in the evening schools of 1892-93; of these 716 were more than twenty-one years old. The course includes only the common branches with writing and drawing.

Manual training has been for several years a part of the course of study. High School boys, and girls as well, are allowed to elect Manual Training and the proportion who thus elect shows the popularity and helpfulness of the course. The boys of the Seventh and Eighth Grades have been allowed to enter the Manual Training Course, provision having been made for them at the High School buildings.

Sewing is a part of the work in the Fourth, Fifth and Sixth Grades, occupying sixty minutes a week. The various simple stitches are carefully taught upon practice pieces and practical application is made in cutting and making garments for home use. Patching, darning, the male button, etc.



*Central High School.*

*South Side High School.*



## THE PUBLIC SCHOOLS OF MINNEAPOLIS—CONTINUED.



buttons, all have their appropriate place. The work has been satisfactory to pupils, teachers and parents, and is considered an integral part of the system.

While the girls are engaged in sewing, the time of the boys is spent in whittling. The Supervisor of Manual Training has arranged a careful course which involves the use of knife, dividers, rule and sand paper as the only tools. In this simple course, practical application of form knowledge is made by the pupils and skill in the use of tools is developed. The work as thus arranged is directed by the regular teachers.

Cooking was introduced into the school system at the beginning of the current year. Instruction has been given to the girls of the Seventh and Eighth Grades, the course providing for twenty lessons in each semester. A dining room and kitchen were fitted up in the Adams School and the experiment was easily demonstrated as practicable. Next year additions to the equipment will be made and the course extended.

The elementary science problem has been in process of solution in Minneapolis as in other cities. For the past five years carefully related science lessons have been a part of the regular grade work. Observation of plants and animals and lessons upon the human body have alternated with lessons in literature and history. The love of the beautiful and appreciation of right ideals encouraged by the latter are reinforced by the nature study in the science work. In the May *Forum*, Dr. Rice has described the correlation of work attempted in the school and the results gained through the elementary science lessons. As he has said, the Minneapolis teachers have proven that science and literature may have their beginnings in the Primary grades without hindering progress in the three Rs. Rather, they strengthen the work in these lines.

Throughout the course much attention is given to the develop-

ment of language power. Daily written exercises have been given in all the grades and accuracy and fluency developed by this practice. Geography, history, observation lessons, stories from literature, poems and current events have afforded materials for lessons. All language lessons are based upon some other subject study. The proficiency of the pupils in the upper grades bears witness to the beneficial results of the course pursued. Every effort has been made to hold good literature before the pupil as a standard. Classics have been chosen for supplementary reading and language lessons. The public library has generously provided lists of books which help materially in this regard. The teachers have endeavored to help the children to right ideals in choosing reading. Lists of books read by the pupils are reported at the end of each month.

During the past year examinations for promotion have been abolished. This emancipation proclamation was a long step in the path towards right ideals and sound judgment in estimates of progress. The boy's advance is measured by his growth in daily work, not by arbitrary marks of stated tests.

A movement has been inaugurated for establishing a teachers' library, the teachers generously contributing toward this end. Measures are being taken to provide full facilities for the use of the books. The progressive spirit of the teachers as shown by their study of the subjects they are teaching, leaves no doubt of the success of the new undertaking. This spirit is shown in the teachers' meetings, the voluntary attendance upon the Round Table and other classes, the readiness to work, the purpose to prove all things and hold fast the good. To this spirit among the teachers is largely due the progress made by the Minneapolis schools.

Minneapolis Board of Education: A. T. Ankeny, M. Falk Gjertsen, John Norton, Luth. Jaeger, Jos. H. Rolfe, Robert Pratt, Jennie C. Crays. Superintendent of Schools: Chas. M. Jordan.



*North Side - High School.*



*East Side - High School.*



*Calhoun*



*Clatou.*



*Longfellow.*



*Washington.*



*Clay.*



*Madison.*



*Adams.*

PUBLIC SCHOOLS—MINNEAPOLIS.





*Elementary Science*



*Carving*



*Mechanical Drawing*



*School Kitchen*



*High-School Experimental Work*



*Science—High School*



*Whittling Class*

PUBLIC SCHOOLS—MINNEAPOLIS.

## THE NORMAL SCHOOLS.

FOUR schools have been established at convenient locations for the training of teachers for the public schools of the state. These schools are under the management and direction of a single Board of Directors, consisting of the Superintendent of public instruction, secretary *ex-officio*, one resident director at each school, treasurer, and four members at large, all appointed by the Governor; term, three years. The work is academic, professional in theory and history of education, with practice teaching in model school. The schools are free to all pledging to teach in the state two years. The legislature of 1891 passed an act which gives to diplomas of the State Normal Schools validity as certificates of qualification to teach in any of the common schools of the first grade for the two years of actual teaching service required by the Normal Student's pledge. After two years of service the diploma may be countersigned by the President of the school from which it was issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diploma of the Elementary Course a State Certificate for five years, and the diploma of the Advanced Course a life certificate.

## THE MOORHEAD NORMAL SCHOOL.

The Moorhead Normal School, is situated at Moorhead, a thriving town in the Red River Valley. An elegant building has been provided. As yet but five years old, the school has great promise of a successful future. A fine library are among the facilities of the school. Teachers from other states, have been represented in the enrollment of



STATE NORMAL SCHOOL—MOORHEAD.





*Library.*



*Office.*



*Laboratories.*



*Drawing Room.*



*Assembly Room.*

STATE NORMAL SCHOOL—MOORHEAD.



## STATE NORMAL SCHOOL.—ST. CLOUD



**A**N institution is the embodiment of an idea, and it is important according to the value of the idea it represents. The success of a school is conditioned by the clearness with which it sees the object for which it exists and the skill with which it adapts means to the realization of its conscious purpose.

This school exists to qualify young people for the teaching service of the State. As the final cause of an organization determines its character, all the work of the school is professional and is divided into two general parts—theoretical and practical.

There is a method in the nature of the subjects studied. True knowledge is thought in the mind corresponding to the thought in things. Each subject of study is a complex whole consisting of related parts. To see all the parts as related to the common truth which separates them from the facts of all other subjects and which unites them into an organic whole, and to see, through their relation to that common truth, the relation of the parts to each other, is to have a true knowledge of that subject and a mastery of the logical method which inheres in the nature of the subject.

Mind is the real subject of education. To develop mind, to form character, is the end of the school as of all education, and it is incumbent upon the Normal school to reveal to the prospective teachers of the State's children, how they may best use the subjects of instruction and other exercises of the school, as a means of developing mind and forming character. This requires a knowledge of the nature, processes, laws and products of the human mind in general and at different stages of its development.

A knowledge of the logical method which inheres in the nature of subjects and a knowledge of mind are the necessary pre-suppositions of the study of psychological method which depends upon the nature of the subjects studied and the laws of mental growth; and consists in the adaptation of phases of subject matter to

corresponding stages of mental growth, and the selection of means for stimulating the mind to identify its thought with the thought of subjects used as means of increasing its information and training its powers.

A knowledge of the institutional world and a clear conception of the relation the school sustains to the family, business, society, state and church, furnishes the teacher a rational basis for determining the true ideal of education and gives him a dignified conception of his profession, while a familiarity with the history of educational theories gives him breadth of view, judicial candor and steadiness of purpose in maintaining what reason and experience prove to be true educational practices.

Skill depends upon practice, and the material upon which the teacher operates is so valuable that it is important that his instruction be done under conditions which, so far as possible, will anticipate and prevent mistakes, and confirm him in right methods of structuring and governing children. This important element of preparation is given in the model school, where, under intelligent direction and criticism he acquires experience more rapidly than he could do under other conditions and without the attendant hazards that, for a time, would necessarily accompany his unguided effort.

At the beginning of the school year of 1893-4, a kindergarten department will be established, and that form of education will be taught in lectures and exemplified in the beautiful exercises which constitute the natural transition from the home to the school, under the direction of the best talent attainable.

Established in 1869, the school has steadily grown until it represents an investment of about \$155,000, and has an annual income of \$22,000. Its faculty consists of fourteen skilled specialists and its attendance numbers nearly four hundred students.

JOSEPH CARHART, President.



STATE NORMAL SCHOOL—ST. CLOUD.



*Physical Laboratory.*



*Herbarium.*



*Museum.*



*Ladies' Home.*



*Chemical Laboratory.*



*Assembly Room.*



*Model Room.*

STATE NORMAL SCHOOL—ST. CLOUD.

## MANKATO STATE NORMAL SCHOOL.



THIS school, in the order of its establishment the second in the state system of Normal instruction, has been in successful operation twenty-four years. Since its opening about 4,000 students have been enrolled in the Normal Department, and its graduates number 632. The year just closed has been decidedly the most prosperous in its history. The material addition to its annual income, recently granted by the legislature, has resulted in a long needed enlargement of the faculty, greater specialization of instruction, a material increase of the library, important improvements in the conveniences of the building, and the accommodation and instruction of the largest number of students yet enrolled. This increased attendance has been almost exclusively in the upper classes, and at the close of the year 91 pupils were graduated, a much larger number than in any preceeding year.

The school edifice, built of brick and trimmed with stone, is architecturally tasteful, well arranged in its interior and neatly finished. It is warmed and ventilated by the most approved means, including revolving fans run by steam. Its location is a natural terrace above the main portion of the city, commanding a magnificent view up and down the valley for many miles.

The chief purpose of the school is special instruction in the science and art of teaching, but, as in other Normal Schools, a thorough system of academic instruction is both the basis and to some extent the medium of professional training. In the absence of Preparatory Schools most pupils come with insufficient attainments and intellectual discipline to qualify them for immediate entrance upon a purely professional course of instruction.

The school consists of two departments—the Normal and the Practice or Model department. In the Normal department there are two courses of study—the “Elementary,” of three years, and the “Advanced” of four years. In addition, students who have

satisfactorily completed elsewhere the required academic work of either course, may take the Professional course of one year, receiving the Elementary or Advanced diploma, according to the extent of previous preparation. The Practice department consists of eight grades—three primary, three intermediate, and two grammar. The pupils in this department number about 300 and are instructed exclusively by pupil teachers under the general supervision of skilled critic teachers.

A Kindergarten department will be organized as soon as the additions to the building are completed.

The school is provided with good sets of physical and chemical apparatus, physiological charts and models, a geological and mineralogical collection, and a full collection of mounted specimens of the birds and quadrupeds of the state. Spacious and well lighted rooms, tastefully decorated, afford excellent accommodations for a growing library, now numbering about 5,000 volumes. In addition to reference books and standard works in all departments of English literature, the library is in constant receipt of the best periodical literature of America and England.

During the last thirteen years the Normal department of the school has increased its enrollment, under advancing standards of admission, from 101 to 366, and the practice school, from 40 to 291. This increase would have been much greater but for a lack of room which has for the past eight years retarded the growth of the school. This condition, fortunately, is now near its end. The two wings, in process of erection, under the liberal appropriation of the last legislature, will, when completed, more than double the present size of the building. With ample room and with the liberal additions to its annual income, made by the last two legislatures, the work and worth of the school will be very materially enlarged.





STATE NORMAL SCHOOL—MANKATO.



*Assembly Room Primary Dept.*



*Library*



*Geography Room*



*Latin Room*



*Office*



*Music Room*



*Algebra & Geometry Dept.*

STATE NORMAL SCHOOL—MANKATO.

## STATE NORMAL SCHOOL AT WINONA.

**T**HIS school was established under the organic act of 1858, and was first opened in September, 1860. It was closed for two and a half years during the war and was re-opened in 1864 by Professor Wm. F. Phelps who planned the present building and who continued as Principal until 1876. He was succeeded by Professor Charles A. Morey who served three years as Principal and was in turn succeeded in 1879 by Professor Irwin Shepard, who is in charge at the present date.

The spacious building which the school now occupies was completed in 1870. More than 1,000 graduates and about 6,000 undergraduates have received instruction in its courses, a large share of them becoming teachers in the State.

The school comprises two departments—the Normal Department proper, and the Training Department or Model School. The latter is organized for the purpose of a school of practice, the course of study being similiar to that found in the best graded schools. It is in charge of a Superintendent of practice, and experienced critic teachers, who constantly supervise the work of student teaching. A desirable union of theory and practice is thus attained. Belonging to the Training Department is a thoroughly equipped and well-conducted Kindergarten, in which the problems of early primary teaching are studied and illustrated. The Normal Department embraces the following courses of study:

(a) An Elementary Course, designed to fit teachers for work in common and lower grade schools. (b) An Advanced Course, which gives the preparation needed by teachers of higher grades. (c) A Professional Course for students who have already completed the

required academic work of the above named courses. (d) A Kindergarten Training Course.

Students in the Professional Course devote nearly or quite their entire time to professional work and graduate in one year, receiving the diploma of the Elementary or the Advanced Course, according to the extent of entrance preparation.

Tuition is free to all who intend to become teachers in the State. Diplomas are State Certificates of the first grade for two years and may become five year certificates, for the Elementary diploma, and life certificates, for the advanced diploma, upon evidence of successful service satisfactory to the President of the school and the Superintendent of Public Instruction.

Expenses are very low. The average cost of board and room slightly less than \$3.00 per week. The minimum total expense of any student for the thirty-eight weeks of the year closing May 1893, including board and room, books and stationery and all incidentals was \$90, and the maximum \$200, while the average was \$140.

The enrollment in Normal classes for 1892-3 was 321. The graduating class numbered eighty-nine members and represented twenty-seven counties of Minnesota and eight other States. Twenty-two State High Schools were represented in this class by forty-four graduates.

During the present year the building will be nearly doubled in its capacity to meet the greatly increased number of professional students.





*State Normal School & Grounds Winona*



STATE NORMAL SCHOOL—WINONA.





*Kindergarten.*



*Museum*



*Model School*



*Office*



*Art Gallery.*



*Library*



*Assembly Room.*

STATE NORMAL SCHOOL—WINONA.

## HIGHER EDUCATION.

### ST. OLAF COLLEGE.—NORTHFIELD.



**S**T. OLAF COLLEGE is situated about three-quarters of a mile west of the railway stations of Northfield. The grounds embrace sixty-seven acres of land, well wooded with native trees, and affording a roomy campus. The buildings stand on an elevation known as Manitou Heights, 130 feet above the Cannon River.

The main building is of brick, 100 feet in length and 50 feet in breadth, has a basement, two stories, and an attic. On the first floor are the President's and Registrar's offices, rooms for two teachers with their families and for the Matron, and a waiting-room. On the second floor are most of the recitation rooms, the chapel, and the library. The attic contains eighteen rooms, one of which is used as a recitation room for the Sub-Preparatory Class, one as a students' reading room, and the others as dormitories for male students. The basement is at present occupied by the boarding establishment of the school.

The ladies' hall is a two story frame building, situated about thirty rods west of the main building in a fine grove of native trees. It contains a parlor and comfortable rooms for about fifteen young ladies, besides the apartments of the Preceptress and a teacher with his family. These buildings, however, have of late years been entirely insufficient for accommodating the increased number of students, and additional accommodations have been rented in town.

On the sixth of November, 1874, a meeting was held in Northfield, Minn., at which Articles of Incorporation of St. Olaf's School were adopted. Rev. B. J. Muus was elected President of the Board of Trustees. Rev. Th. N. Mohn was appointed principal of the school. *former public school building, standing on the site of the present congregational church* and on January 8th,

1875, the school began its work. The erection of a permanent building was soon after decided on, and the necessary funds were raised by voluntary subscriptions, chiefly among the Norwegian farmers of Goodhue, Rice, and Dakota counties, and citizens of Northfield. A thirty acre lot was secured west of the city, and there the erection of the main building began in 1877. At the opening of the fall term in September, 1878, the school took possession of its new quarters on Manitou Heights.

From 1886 till 1890 the Lutheran Divinity School found temporary accommodations in the main building.

In the main building a room is set aside for the library and for reading. Many of the leading periodicals and newspapers both in English and Norwegian are kept on file. The library has received numerous valuable additions during the past year, having been increased by several hundred volumes.

The students at Ladies' Hall are separately provided with various journals, but have access to the library once a week.

Two rooms in the main building have been fitted up as laboratories. The Chemical Laboratory contains the needed chemicals and facilities for the students to perform individual experiments. The Physical Laboratory contains the necessary apparatus for illustrating the various branches of physics.

For illustrating other branches of study numerous aids are provided, such as a complete surveying outfit, microscopes, manikin and physiological chart, herbarium, wall-maps, globes, historical charts, etc.

The musical department has three pianos, organs, and other instruments, etc.



*Ladies' Hall.*



*Main Building - Rear.*



*Main Building - Front.*

ST. OLAF'S COLLEGE—NORTHFIELD.





*President's House.*



*President's Office*



*Front Campus. LAUREL HALL. SCIENCE HALL. UNIVERSITY HALL.*



*Union Hall.*



*General View of Grounds.*



*Library.*



*Chapel.*

HAMLINE UNIVERSITY—ST. PAUL.



## HAMLIN UNIVERSITY.



**T**HIS is the oldest Baccalaureate Institution in the State of Minnesota. It was founded in 1854, in the territorial days, by the clergymen and laymen of the Methodist Episcopal church, to be a seat of christian education. Its graduates up to the present time number ninety, most of whom are now holding posts of honor and influence as lawyers, physicians, clergymen and teachers in our schools and colleges. Following the precedent of our Western colleges, it has, from the first, admitted ladies to all the classes on the same terms as it has admitted gentlemen.

The University is situated exactly midway between the Twin Cities of St. Paul and Minneapolis. On one side of the college campus, a plot of four solid city squares, passes the electric line to St. Paul, and the same line now reaches to within one mile of Minneapolis and it is to be connected to that city in a few weeks. The college buildings are of brick. They are in a row of three, crossing the center of the campus. First of these is University Hall; it is a three story building in the ecclesiastical style of architecture, it contains the college chapel and library and the President's offices and various recitation rooms. Science Hall, next in the row, was erected in 1887; it contains, besides a number of recitation rooms, the rooms of the department of biology, which is equipped in accordance with the latest requirements, with a large laboratory and appliances and a lecture room adjoining with accommodations for forty students at one time. There is also a large and finely illuminated museum occupying the entire third floor of the building, and where the collections of the Hamline museum of natural history are lodged. Science hall also contains a finely equipped chemical laboratory and lecture room, and the physical apparatus rooms. In the basement under the entire building is the large gymnasium supplied with a great variety of apparatus of the Sargent system of physical culture, and besides these there is ample space for base ball and hand

ball courts. This gymnasium is in charge of a director of physical culture, and is open to the gentlemen and to the ladies on alternate days. Besides the gymnasium to invite to bodily development, the campus also affords ample space for sports, and there are base ball, foot ball and tennis fields and a skating rink for winter use. The third building of the row is Ladies' Hall. This is a boarding hall for young ladies, and contains, besides the rooms for their use, a large dining room where many ladies and gentlemen take their meals.

The courses of study at Hamline University are divided very distinctly into two departments, one is the Baccalaureate Course which properly absorbs the best energies of the institution. There is also a Preparatory Course for the benefit of those who do not enjoy in their home town the benefit of a good High School; a constantly lessening number as our superb High School system is increasingly well developed. While the Preparatory department of the institution is kept well abreast of the demand, it thus results that the Collegiate department can receive better attention. It has this year a Senior class of sixteen, and the total attendance in the college is 121. The whole attendance for the year is 270.

There are two regular College courses; the Classical and the Latin-Scientific. These differ chiefly in the substitution in the latter of Science and English language for the Greek of the former. After freshman year, some latitude of election is given to the student. While the course is strong in mathematics and the languages, it has also thorough courses in the Physical Sciences and Biology. It is not as yet the policy of the institution to furnish post-graduate or technical courses in professional lines. Its founders and patrons have always sought to make it a place where without any intensely sectarian bias, but with a very distinctly christian atmosphere our young people can obtain such mental and spiritual cultivation as will make them good Americans.

GEO. H. BRIDGEMAN, President.



*President's House.*



*Front Campus. LADIES HALL. SCIENCE HALL. UNIVERSITY HALL.*



*Library.*



*President's Office.*



*Union Hall.*



*General View of Grounds.*



*Chapel.*

HAMLIN UNIVERSITY—ST. PAUL.



*Chemical Laboratory.*



*Science Lecture Room.*



*Dining Hall.*



*Ladies Hall.*



*History Class Room.*



*Apparatus Room.*



*Ladies Parlor.*

HAMLIN UNIVERSITY—ST. PAUL.





*Biol. Lecture Room.*



*Biol. Laboratory.*



*Latin Class Room.*



*Science Hall.*



*Museum.*



*"Kephart" Collec<sup>n</sup> from Liberia, Africa.*



*Knight Collection of Birds.*

HAMLINE UNIVERSITY—ST. PAUL.





*Williams Hall*



*Library*



*Goodsell Observatory*



*Gridley Hall*

CARLETON COLLEGE—NORTHFIELD.



WILLIS HALL—CARLETON COLLEGE.



## GOODSELL OBSERVATORY OF CARLETON COLLEGE.



THE astronomical observatory of Carleton College was established in 1887. It then consisted of a small wooden building conveniently located on the College Campus, and it was provided with a set of astronomical instruments valued at \$6,000. Though the instruments were small they were, without exception, excellent in quality and varied enough in kind, for illustration in class work, and large enough for original astronomical work, in competent hands.

When the Observatory was ready for use, the first work attempted was the development of a time service primarily for St. Paul and Minneapolis and the several railroad companies having headquarters in these cities. This was certainly a promising field, because Observatory time had not been used anywhere in it, nor, in all the vast Northwest territory beyond it.

Carleton College Observatory time was speedily adopted by the cities and the railroad companies; and in 1880 it was regarded as the standard time for Minnesota and for some states and territories adjoining. About 8,000 miles of railway lines were receiving by telegraph daily noon-time signals, and the railroad companies granted therefor commutation rates of travel to all members of the College.

In 1883 a change from local to standard time was made in many parts of the United States. Carleton Observatory was successful in securing the adoption of new standard time in all parts of its territory.

The Observatory exhibit of work and instruments made at the New Orleans exposition in 1884-5 was ranked high, and honorable mention made of by the awarding judges. October 2, 1886, the corner stone of the new Observatory building was laid with appropriate ceremonies, and the following summer it was completed at a cost of nearly \$30,000. Through the generosity of one of the college trustees, Mr. C. A. Hulbert, of Minneapolis, an expedition was fitted

out to observe in California, the total eclipse of the sun, January 1, 1889. The party consisted of Profs. Wilson, Pearson and Payne of

Carleton College, and the observations and photographic work were successful. The year following, Dr. Edward H. Williams, of Philadelphia, made a gift of \$15,000 for the purchase of a large telescope as a memorial of his wife. Mr. J. A. Brashar, of Alleghany, Pa., did the optical work, and Messrs. Warner and Swasey of Cleveland, O., furnished the mounting of a fine equatorial telescope of 16.2 inches clear aperture, and 22 feet focal length, with attachments well adapted to important modern astronomical research. The telescope is the sixth in size in this country, and according to Dr. J. C. Hastings, of Yale University, who calculated the curves of the lenses, it is fifth in power, and most perfect in color correction.

The Meridian Circle is of the best of the Repsold make, and was the gift of James J. Hill, President of the Great Northern Railway Company. The new photographic telescope, which uses the 8° inch Clark lens and corrector, is now adapted to all kinds of photographic work. It has cost about \$4,000. The other principal instruments are as follows: Byrne Equatorial Telescope (portable), aperture 4.3 inches; four Howard clocks; a Universal Spectroscope by Brashear, objectives of Jena glass; a Fauth Spectroscope, objectives 1 7/8 inches aperture, dispersion pieces; a Brashear Heliostat; a Sextant and Mercury Basin of usual form; a Personal Equation of the Eastman pattern; a full set of Signal Service instruments for Observatory work and government reports; a Chronograph by Warner & Swasey with electrical control, a Chronograph by Clark—a Fauth metallic Reading Scale adapted to each; Tellurian, Astral Lantern and Heliottellus; a Celestial Globe, Whitall's Planispheres and Johnson's Astronomical Charts; two fine lanterns for projection, and 300 slides on astronomical themes.

The new Observatory was named the "Goodsell Observatory of Carleton College," in honor of the esteemed founder.

Entire cost of Observatory, instruments and library is \$56,000.



*Astronomical Library.*



*Telescope.*



*Transit.*



*Time Desk.*



*Spectroscope.*



*Photographic Telescope.*

THE GOODSSELL OBSERVATORY—CARLETON COLLEGE.



## UNIVERSITY OF MINNESOTA.



*Founded 1851.*

CYRUS NORTHRUP, LL. D., PRESIDENT.

*Re-established 1868.*

**T**HE institution began with seventy-eight students, mostly preparatory; today it has 1,600 under and post-graduates. From one department it has increased to ten. From an institution struggling for bare existence, it has grown until second to none in the facilities offered for higher education. From a part of a building poorly equipped, twenty five years has seen the rise of fifteen fine buildings, among them some of the best equipped laboratories in the world. In addition a magnificent library and assembly hall are in immediate process of construction.

The University possesses fine museums and a library of nearly 30,000 volumes. It is supported by the state and throws its doors open free to all, save in the professional schools.

The campus comprises about fifty acres of land on the east bank of the Mississippi, about a mile below, and in full view, of the Falls of St. Anthony. It is located in southeastern Minneapolis, the pleasantest residence portion of the city. A state law keeps the nearest saloon a mile away, and the whole atmosphere of the vicinity is one favorable to a studious life. Nature has bestowed her blessings of beauty with a lavish hand, and no more delightful spot could have been found for the location of the university.

Aside from the merely aesthetic point of view, the university has a rare advantage in being located in the vicinity of the Twin Cities. It has the quiet and retirement of a small town with the immense advantage of being within a few minutes' ride of the business portion of one of the cleanest, brightest, most wide-awake cities on this continent.

It is undoubtedly a great advantage to the student from the country and small town, to be able to spend the four years of his college life in a city. It brings him in touch with the whole world, it broadens his mind and his sympathies, and henceforth all the world is a common brotherhood and all mankind are kin.

The University of Minnesota comprises the following named colleges and departments: The Graduate Department; The College of Science, Literature and the Arts; The College of Engineering, Metallurgy and the Mechanic Arts; The College of Agriculture; The Department of Law; The Department of Medicine, composed of colleges as follows: The College of Medicine and Surgery, The College of Homeopathic Medicine and Surgery, The College of Dentistry, The College of Pharmacy.

The Regents of the University have also entrusted to their charge the Experiment Station, and the Geological and Natural History Survey.

**Special Courses**—In all of the colleges, students of an advanced age are permitted to pursue, under direction of the Faculty, one or two distinct lines of study.



PARTIAL VIEW OF CAMPUS—STATE UNIVERSITY.

## UNIVERSITY OF MINNESOTA.—CONTINUED.

### COLLEGE OF SCIENCE, LITERATURE AND THE ARTS.



**T**HIS College offers three courses of study, of four years each. The Freshman and Sophomore years are intended to lay the foundation in languages, mathematics, history, science and philosophy. The work of the Junior and Senior years is entirely elective and affords an opportunity for the student to specialize in those branches that he may be especially interested in, and for which he may have special aptitude. In the two upper years there is offered advanced work in mathematics, sciences, literature, philosophy, economics and politics, history, etc. This college offers, in addition, a year of advanced work, leading to the masters' degree; and three years of additional work for which the degree of doctor of philosophy is offered.

A special two years' course for teachers is also provided. The courses of this college are open, free of all charges, for instruction to all persons over fourteen years of age, whether residents of the state or not. Graduates of St. Paul and Minneapolis High Schools as well as the first-class state board High Schools are admitted without examination on presentation of diplomas.



*Greek Class Room*



*Ladies Parlor*



*School of Design*



*University Hall*



*Library Reading Room*



*Office*



*Mathematical Class Room*

STATE UNIVERSITY.





*Lecture Room - Zoology*



*Laboratory - Zoology*



*Lecture Room - Botany*



*Laboratory - Zoology*



*Pillsbury Hall - Front*



*Herbarium*



*Laboratory - Botany*

STATE UNIVERSITY.



*Lecture Room - Chemistry*



*Physical Apparatus*



*Lecture Room - Physics*



*Laboratory - Chemistry*



*Chemistry and Physics Building*



*Laboratory*



*Machine Room*

STATE UNIVERSITY.



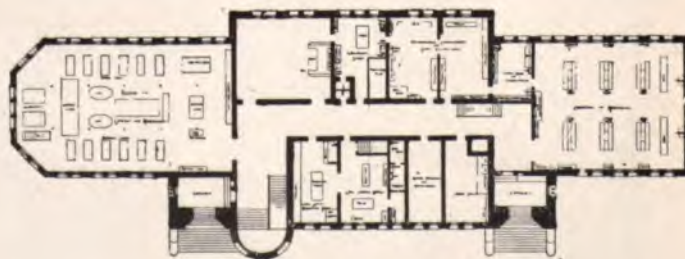
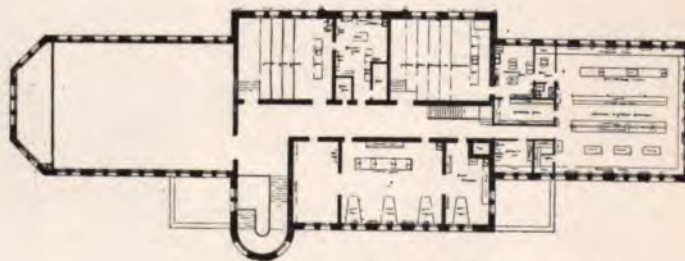


— SCHOOL OF DESIGN.



OFFICE SCHOOL OF MINES.

STATE UNIVERSITY.



FLOOR PLANS PILLSBURY HALL.

## UNIVERSITY OF MINNESOTA.—CONTINUED.

### COLLEGE OF ENGINEERING, METALLURGY AND THE MECHANIC ARTS.



**T**HE College of Engineering, Metallurgy and the Mechanic Arts of the University of Minnesota is intended to prepare students for the active practice of the professions of Civil, Mechanical, Electrical, Chemical and Mining Engineering, also Architecture and Metallurgy.

Applicants for admission must be at least fourteen years old and must show proficiency in the following studies: English Grammar and Composition with an Essay; Elementary and Higher Algebra; Plane and Solid Geometry; History of the United States and of Greece and Rome; Physiology; Natural Philosophy; Chemistry; Botany; Mechanical Drawing; German or French; English; four years' work in Latin may be offered in lieu of these languages.

The work of the freshman and sophomore years is intended to lay a foundation in mathematics, physical sciences and elementary engineering work for the more strictly technical work of the junior and senior years. The equipment of the college is very complete. The instruction is made thoroughly practical. For this end the situation of the institution is most favorable.

In one or the other of the Twin Cities some large work in charge of the best engineering skill is constantly going on. In the cities of the Northwest, notably Minneapolis, St. Paul, Duluth and West Superior, are many manufacturing establishments, electric light and power stations, metallurgical works, ore docks and railway shops; in Minnesota and other neighboring states, easily accessible from the University, are situated some of the most interesting mining districts of North America. Visits and excursions are planned at convenient times for investigating the practical application, in a large way and under business methods, of the principles studied in the class room. Upon completion of the four years' course of study the appropriate bachelor's degree is conferred.

In connection with this college there is a School of Design offering a three years' course in practical ornamental design and elementary art to students of mature years. When the student has become thoroughly conversant with the laws of natural growth, and the underlying principles of design, and when these elements can be rendered with grace and feeling, the study of the application of ornament, in its relation to printed goods, woven fabrics, sculptured ornament and constructed furniture, is entered upon. Tuition is free in all of the courses of this college.

Dean—Christopher W. Hall.





*Machine Shop.*



*Foundry.*



*Wood Shop.*



*Laboratory.*



*Mechanical Arts Building*



*Forge Shop.*



*Drawing Room.*

MECHANIC ARTS—STATE UNIVERSITY.



*Museum*



*Laboratory - Petrology*



*Furnace Room - Assaying*



*Pillsbury Hall - Rear View*



*Lecture Room - Geology - Mining*



*Office - Down Hall*



*Laboratory - Mineralogy*

STATE UNIVERSITY.

## UNIVERSITY OF MINNESOTA.—CONTINUED.

### THE SCHOOL OF AGRICULTURE.



THE School of Agriculture is a department of the University located at St. Anthony Park. It has at its disposal a thoroughly equipped farm of 250 acres. Its students are, with scarcely an exception, farmers' sons pursuing the studies best calculated to fit them for all the duties of citizenship, but especially to awaken increased interest in rural affairs and to develop skill in whatever pertains to farm management or to any branch of agricultural industry.

The year opens on the second Tuesday in October and continues six months. There is no summer session, as it has been fully demonstrated that the course, to be available for the class of students for which it was designed, must be limited to the winter, for then and then only, can the boys who are wanted for such a school be spared from the farm. The instruction here given is a practical supplement to that given in the best district schools, and includes the elements of the various sciences on which agriculture is based. Such an intensely practical and exclusively agricultural institution is nowhere else to be found in the United States.

The Minnesota Plan, as it is called in other states, has been on trial five years, and its success has been more and more pronounced each succeeding year. All but one of the graduates have made agriculture their chosen calling and all unite in ascribing great value to the training here received.

Fifteen acres of the State Experiment Farm at St. Anthony Park have been set apart for the use of the school, and six buildings have already been erected. Preparations are being made to put up another this season to contain a gymnasium and military drill hall, a manual training room, class rooms in agriculture and horticulture, and dormitories to accommodate twenty-five more students.

The dairy school is now thoroughly equipped with the latest and most improved machinery for testing and analyzing milk and manufacturing both butter and cheese. Each student goes through the entire process from the new milk to the gilt edge product, under careful supervision, until the habit of performing every part in the neatest and most skillful manner becomes a second nature. The butter brings the highest price in the market and scores almost perfection. The greenhouse and nurseries are planned for practical rather than ornamental work. As a centre of information, to which each department and special line can refer for information both scientific and practical, the library has been most carefully selected and systematized. The various bulletins published by the United States and by the several states, are kept on file and the card catalogue furnished by the government, gives direct references to all the important subjects contained in them. WILLIAM W. PENDERGAST, Principal.





*Directors House*



*Chemical Laboratory*



*Barn*



*School of Agriculture*



*Dormitory*



*Green House*



*Dairy School*

SCHOOL OF AGRICULTURE—STATE UNIVERSITY.



*Dining Room*



*Library*



*Manual Training*



*Dairy Class*



*Assembly Hall*



*Chemical Laboratory*



*Veterinary Class*

SCHOOL OF AGRICULTURE—STATE UNIVERSITY.

## UNIVERSITY OF MINNESOTA.—CONTINUED

### THE DEPARTMENT OF LAW.



THE Department of Law offers a two years' course of study leading to the degree of Bachelor of Laws, with a third year of work leading to the degree of Master of Laws. The bachelor's degree of this college admits the person, upon whom it is conferred, to the practice of law in the state, without further examination. This college has been organized five years and during the past year has had an attendance of two hundred and seventy-seven. A large per cent. of the students who take this course do not intend to follow the law as a profession, but take the course as a business education. This department has exceeded the most sanguine hopes of its founders, and is today one of the most efficient colleges of law in this country; for down-right efficiency, thorough investigation, penetrating research and practical discipline, it has no superior in America. The material for making a law school is much better in the West than in the East. The western man is a natural born lawyer; he has all the mental and moral characteristics of a successful advocate, a wise counsellor, and a profound jurist; he has pluck, patience and politeness. The women of the West have the same characteristics, and they are not slow to see the opportunity afforded them for usefulness.

Dean—Hon. Wm. S. Pattee, LL. D.

### DEPARTMENT OF MEDICINE.



THIS department is composed of the following colleges: The College of Medicine and Surgery, the College of Homeopathic Medicine and Surgery, the College of Dentistry and the College of Pharmacy. The course of instruction for students of medicine proper has been extended to include four years of study and three courses of lectures. Laboratory work and clinical instruction is a leading feature. A thorough course of instruction is required in histology, pathology, bacteriology, qualitative analysis, urinalysis and toxicology.

Two new buildings of most approved construction have been erected. They are elaborate, substantial, most conveniently arranged and well ventilated. The equipment is unsurpassed. It is the policy of the Board of Regents to make the instruction in this department equal to that of the highest grade college of the United States.

Pt





*Amphitheatre*



*Anatomical Laboratory*



*Operative Technique*



*Medical Building*



*Dental Room*



*Physiological Laboratory*



*Chemical Lecture*

MEDICAL DEPARTMENT—STATE UNIVERSITY.



LAW BUILDING—STATE UNIVERSITY.

## STATE SCHOOL FOR FEEBLE-MINDED.—FARIBAULT.



**B**Y the census of 1890, there was in Minnesota 1,451 feeble-minded persons, or one to about nine hundred of the general population. These are of all degrees of mental deficiency from the idiot, perfectly incapable, mentally and physically, to the "backward" child who attends, persistently but unavailingly, the public schools. Public aid is applied through the School for Feeble-Minded in the fulfillment of three purposes: First—In tenderly, humanely and economically caring for the helpless ones, whose presence in a family entails a care so heavy and exacting that none so fortunate as to be without the experience, can have any conception of it. Second—In educating by properly adapted school, shop and farm occupations, the brightest ones have become independent and self-supporting; and Third—To render the intermediate grades useful and happy under the gentle but firm restrictions of colony or family life, adapted to their requirements. It embraces also a hospital feature for the care of epileptics. No age qualifications are required for admission to any department.

The School at Faribault was organized in 1879 as an "experimental school" and began its work in a rented frame building. In 1881 the construction of the buildings now occupied by it were commenced. These have cost about \$150,000 and afford a capacity for 300. This limit is constantly exceeded, however, under the pressure for admission. From the organization to May 1st, 1893, 758 applications have been filed and 550 persons have received the benefit of the school. One hundred and forty-two applicants are anxiously waiting the completion of the new building now under process of erection, which is to accommodate about 140 of the helpless or "custodial cases."

In the training department a systematic program of daily exercises, including kindergarten, sense training, object teaching, calisthenics, manual training, literary exercises, practical duties, sewing, shop work, didactic instruction and recreations occupy the pupils' time and develop their physical, mental and moral being according to well recognized physiological laws.

To provide a pleasant home and a useful occupation for the older boys who pass through the training school, a farm home or "colony" has been established about one-half mile from the training school. Under the guidance of a practical farmer and his wife, eighteen boys are now occupied in cultivating this farm and the care of its dairy which latter furnishes all the milk required for a population of 400 people.

A. C. ROGERS, Superintendent.





STATE SCHOOL FOR THE FEEBLE-MINDED—FARIBAULT.



DORMITORY.  
HOSPITAL WARD.



KITCHEN.  
DINING HALL.  
LAUNDRY.



FARMER'S COTTAGE.  
DAIRY HERD.

STATE SCHOOL FOR THE FEEBLE MINDED—FARIBAULT.





*Brush Making.*



*Kindergarten.*



*Sewing & Lace Weaving.*



*Stage with Band.*



*General Schoolwork.*



*Object-Room.*



*Manual Training.*

STATE SCHOOL FOR THE FEEBLE-MINDED—FARIBAULT.



## STATE SCHOOL FOR THE DEAF.—FARIBAULT.



**T**HIS is a free school for the deaf children of the state. It was established by an act of the Legislature in 1858, and organized for active work by a Board of Commissioners in 1863. The object of the school is to give every deaf child in Minnesota, if possible, an education and so prepare him for the duties and responsibilities of life.

Deaf children eight years of age, and not over twenty-five, of good mind, and free from contagious diseases and gross immoralities of conduct, and all who are too deaf to be taught in the public school, are eligible to this school.

Some persons have an idea that this institution is an asylum for the treatment of the deaf. Far from this, it is purely an educational institution—as much so as the State University—for the care and training of deaf children. We do have an expert oculist and aurist from St. Paul, who examines and prescribes as often as desired, and parents who send their children here to school have the benefit of his skill and experience without charge to them. By all means avoid traveling quacks.

This is a free school as already stated, the Legislature provides for the support of the same, but parents must provide clothes and pay transportation to and fro during the period of tuition; about \$10, also, will be needed every year to pay for repairs and little incidental expenses. The whole expense to the parents need not be over \$40 per annum. If parents are too poor to pay this, make inquiry of the Superintendent of the school, or the Probate Judge of the county in which the child lives, for information.

In doing this work only the best methods and the best available teachers are employed. The methods used are those that have been tried and tested, and in the hands of experienced teachers are bound to produce good results.

The great need of deaf children is the English language to enable them to communicate with the world in an understanding manner. Special effort during the entire course is made to teach this in the most successful manner. A weekly paper, *The Companion*, is printed by the boys, edited by one of the teachers, to aid in this work and at the same time spread valuable information concerning the school.

The method of instruction employed is that known in the profession as the Combined System. By this it is believed the largest number of deaf children, and in the most satisfactory manner, are reached, and their minds are developed more effectually than by any other system in use at the present time. The oral method is used but to a minority of the pupils, and these are chiefly pupils who have had hearing and lost it, or do now have partial hearing. Speaking tubes are used to cultivate what little hearing pupils now have. Signs also are used as aids to explain the meaning of words and sentences. The manual alphabet is also used in a somewhat similar manner. A few, and only a few, make a success with speech and lip reading.

The elements of industrial occupation are taught every pupil that completes the course. Printing, tailoring, boot and shoe making, carpentry and cabinet making are taught the boys, and plain sewing, dress-making and house work are taught the girls.

J. L. NOYES, Superintendent.



STATE SCHOOL FOR THE DEAF—FARIBAULT.



*Art Room*



*Oral Room*



*Dormitory*



*School Room*



*Dining Hall*



*Lower Hall*



*Study Room*

STATE SCHOOL FOR THE DEAF—FARIBAULT.





*Shoe Shop*



*Printing Office*



*Tailor Shop*



*Wash Room*



*Main Building*



*Engine Room*



*Boiler Room*

STATE SCHOOL FOR THE DEAF—FARIBAULT.

## MINNESOTA SCHOOL FOR THE BLIND.—FARIBAULT.



THE systematic instruction of the blind in Minnesota was begun in a rented house in Faribault, in July, 1866. For two years the school was thus maintained, and in 1868 it was transferred to the buildings occupied by the school for the deaf, where it remained for six years. In 1874 it was permanently established in its present location on the old homestead of Alexander Faribault, the founder of the town and a notable character in the pioneer history of Minnesota. Here the school buildings are beautifully situated in a delightful park on a high bluff over-looking the river valley and the city, with spacious grounds, pleasant walks, and abundant shade trees.

The school is maintained by the state and its advantages are furnished without cost to all blind persons in Minnesota who are of suitable age and capacity to receive instruction. The Superintendent, matron and teachers reside in the school buildings and every effort is made to combine, so far as possible, the comforts and healthful influences of a home with the advantages of a school. The work of the school naturally falls into three departments, Intellectual, Musical and Industrial, which are carried on co-ordinately. In the Intellectual department effort is directed to the training of the mind along the lines of normal development, beginning with the Kindergarten and ending with the High School. Books of the various kinds of embossed print used by the blind, raised and dissected maps, various kinds of tangible apparatus and many minor devices and appliances are employed to aid in this work. The typewriter is constantly used and nearly all of the pupils become proficient in its use.

The work of the Musical department has for its principal aim the training of its members to become performers or teachers of such merit that their art may serve as a means of gaining a livelihood, but all are permitted to enter it who give promise of such a degree of cultivation as may be a source of gratification to themselves and their friends, even though it may fall short of such attainment as would make it of practical value in securing a livelihood. Instruction is given upon the pipe organ, piano, violin and other orchestral instruments, and in singing and the theory of music, as well as the art of piano tuning.

The Industrial department serves both as a school of manual training and of trade apprenticeship. Broom, mattress and hammock making, sewing, knitting and various kinds of fancy work are successfully taught.

The attendance of the school is from sixty to sixty-five and is nearly up to the capacity of the present buildings.

The school is under the management of the same Board of Directors as are the schools for the deaf and feeble-minded, and together with them constitutes the Minnesota Institutes for Defectives.

JAMES J. DOW, Superintendent.



STATE SCHOOL FOR THE BLIND—FARIBAULT.



## STATE REFORM SCHOOL.—RED WING.



THE Minnesota State Reform School was located on a farm of about sixty acres near St. Paul, and open for the reception of boys and girls under sixteen years of age, January 1st, 1868. Up to 1889 the state had expended for buildings, furnishings and water supply, about \$100,000.

In October, 1891, the school was removed from St. Paul to its present site on the west bank of the Mississippi river, near the city of Red Wing. About \$300,000 has been expended for new buildings, which in point of architecture, permanency, and general adaptability for the use intended, are inferior to none of their kind in the United States. They are on the open family or cottage plan. The main building affords accommodations for two families of boys of fifty each, Superintendent's rooms, office, kitchen and dining rooms for all officers and boys. Each of the three boys' cottages has ample accommodations for sixty boys. Each family is in charge of three persons; a gentlemen and two ladies who act as family manager, housekeeper and teacher. Each child attends school four hours each school day, where the common English branches, including drawing and vocal music, are taught. A good brass band of eighteen pieces is also maintained.

The industries carried on in the boys' school are carpentry, tailoring, painting, cane work, cooking and baking. In addition to these a large farm of 450 acres is cultivated largely in vegetables and small fruits, employing a large number of boys in the summer season.

The girls' building is a beautiful structure located about one fifth of a mile from the buildings for the boys, large enough to afford accommodations for fifty or seventy-five girls, and is a complete home in itself. Cooking, laundry work, general house work, dressmaking and fancy work are taught.

Since the organization of the school about 1,300 boys and girls have received its benefits and have gone forth into the world, and their lives have borne witness to the efficiency of the instruction they have received. They are to be found today occupying positions of responsibility and trust all over this, and in many other states; and while we believe all to have been benefited by its instruction and discipline, we know that 75 % are living honorable and useful lives.

The success of the school is due largely to the fact that so few changes have been made in the principal officials of the school. Two gentlemen, D. W. Ingersoll, Esq., and Hon. C. H. Pettit have held the chairmanship of the Board of Managers from the organization of the school, and only one change has been made in the Superintendency.

The present Board of Managers are: Hon. C. H. Pettit, President; Hon. N. O. Werner; Hon. Jesse McIntire; Hon. R. A. Costello and Hon. Alexander Jamison. Superintendent, J. W. Brown. Secretary of the Board, F. McCormick.



REFORM-SCHOOL—RED WING



*Boys' School.*



*Dormitory.*



*Girls' School.*



*Dining Hall.*



*Reform School.*



*Corridor.*



*Shop.*

REFORM SCHOOL—RED WING.



## STATE PUBLIC SCHOOL FOR DEPENDENT AND NEGLECTED CHILDREN.



THE Minnesota State Public School for Dependent and Neglected Children was established by legislative enactment in 1885, and opened for the reception of children in December, 1886.

The premises consist of 160 acres of land, adjoining and overlooking the city of Owatonna and the beautiful river valley at that place. The land is rolling, well drained, and affords an attractive site. The Chicago and Northwestern Railroad crosses the farm, and a switch has been laid to accommodate the school, so that all goods in car lots are delivered on the grounds.

There are at present eleven buildings, irregularly located on an elevated plat. The main building occupies a central position; grouped around this are three cottages, the school house, engine house, water tower and laundry, hospital, and a residence for the Superintendent or State Agent.

The main building consists of a central section and two wings, the central section being used for administrative purposes, one wing for a cottage for the younger children, and the other containing an Assembly Hall on the ground floor, and sleeping rooms for teachers on the second floor. All except the hospital, school house, and officer's residence are constructed of brick. The school house is constructed of brick and wood, the first story being of brick and the second story of wood. Besides the buildings described there are two barns of sufficient capacity to accommodate the needs of the farm.

The situation of the buildings affords good drainage, pure air and water, and a diversified and most charming landscape view. The surroundings in themselves are conducive to good results in the uplifting of the children that find a home here.

This institution is a part of the educational system of the State. The underlying principles which led to its establishment are the same as those which prompted the establishment of the free school system. It offers to the dependent and neglected children the same

advantages that the common schools offer to those more fortunately situated; but the extent of aid given is more than that of education. The State becomes the guardian of these children, and takes them as wards into its control, with the end in view of providing for them homes among its citizens where they will have the advantages of church and school enjoyed in the more enlightened and prosperous communities.

The object of the State Public School then, is to provide a home and school for those children who are homeless and beyond the reach of the common schools, growing up in ignorance and idleness and wretched abodes in the country, in the poor houses, or in the cities with no homes except the streets and tenements of ill-repute; to give such children a fair opportunity of becoming useful citizens.

In this school the children are divided into family groups, each family numbering from twenty-five to thirty members and occupying a separate cottage. In charge of each family is a matron who bears a relation to the children, in care and supervision, as close as that of a mother.

A graded school is maintained ten months in the year.

The number of children received up to May 8th, 1893, was 750, of whom 139 were remaining in the school at that date, the others having, with few exceptions, been placed in homes, to the mutual advantage of both themselves and their foster parents.

While it is believed to be for the best interests of the children to place them in families in due time, the protecting hand of the State is not withdrawn, even after the family has been given their immediate care; and the authority to visit, advise and recall is reserved.

Board of Control: Senator C. S. Crandall, Owatonna, President; Hon. O. W. Shaw, Austin, Secretary; and Dr. L. P. Dodge, Farmington. The officers of the school are G. A. Merrill, Superintendent, and Frank Lewis, State Agent.



*/* STATE SCHOOL FOR NEGLECTED AND DEPENDENT CHILDREN—OWATONNA.





*Boys' Cottage.*



*Stock & Barns.*



*Cottage Residence.*



*School House.*



*Main Building.*



*Hospital.*



*Power House.*

STATE SCHOOL FOR NEGLECTED AND DEPENDENT CHILDREN—OWATONNA.





AS RECEIVED. AS SENT TO HOMES.  
CHILDREN OF THE MINNESOTA STATE PUBLIC SCHOOL



*A Tea Party.*



*Dormitory.*



*Dining Hall.*



*Nursery.*



*The Dinner Hour.*



*Play Room.*

STATE SCHOOL FOR NEGLECTED AND DEPENDENT CHILDREN—OWATONNA.

## ELEMENTARY SCIENCE.



ONE of the features which attracts our attention in the progressive schools of Minnesota is the work in Elementary Science—already listed among the essentials in the school curriculum. The term seems somewhat formidable, when we use it as applied to Primary schools. No less ponderous are the names we might substitute: Botany, Zoology, Mineralogy, Chemistry, Physics. To the uninitiated the terms themselves would prove a barrier to the introduction of the work. "Children working with the sciences before learning to read! Let them read and write and cipher, and take these fine ologies in college," is the not unusual protest. Nor can we wonder that such a protest is made, if the prejudice is formed while the old idea of science prevails, and the former theory of the purpose of school life.

But our friends who are most desirous that the children should learn to "read and write and cipher," and are thoughtfully studying the schools of to-day, are learning that in order to read and write and cipher to best advantage the boy must develop the power of seeing accurately, of thinking clearly, of judging definitely. These powers are not best developed by centering the attention upon the three R's alone. They are in no other way so well trained as through the observation and thought necessitated by nature study. Therefore we find even in our Primary schools the elements of the sciences taught daily, as a means of training the child to see, to think, and to express his thoughts clearly and well. Simple lessons on plants, animals, minerals and the physical forces, serve as a basis for language and reading lessons, and lead the children not only to close seeing and thinking, but also to a love of nature and an appreciation of the beautiful which go far to render literature attractive and intelligible and to make life itself the better worth living.

Should you be numbered among those who are ignorant of the details of this work, or who doubt its efficiency, come with me into a class room where the children are having their lesson on plants. They are studying the corn. A large specimen—"root and all, and all in all," stands by the teacher's desk, while every child has for himself portions of leaf, stem, tassel, silk and ear, for individual study and comment. They discuss the cultivation of corn, and tell their own experience in gardens, noting the kind of soil, the preparation, the labor in planting and hoeing, the gathering of the harvest, the preparation for the mill, the use of corn and meal. Then they describe the plant itself, the short, tough fibred root, the jointed stem with its soft pith traversed by white fibres; the long parallel veined leaves, sheathing the stem from joint to joint, and waving gracefully in the wind; the tassel with its curious pollen boxes; the wonderful seed boxes hidden away in the husks below, with long silken tubes waiting for the wind-blown pollen. They see, they question, they describe. They are eager and enthusiastic; anxious to learn new truth, ready to "prove all things and hold fast that which is good." Their quickened vision gives them new material for thought and expression. They go out from the lesson with eyes opened and see more than they have ever seen before, and with new knowledge to give added meaning and beauty, not only to every corn-field, but to every field or flower they look upon.

Added to the lessons on plants are lessons on animals, minerals, and physical forces. Dr. Rice, author of recent articles in the *Forum*, asserts that children who have had the work in Elementary Science "read write and cipher" better than those who have studied an equal time without this training. He cordially commends the work of the Minnesota schools.

## FREE PUBLIC SCHOOL LIBRARIES.



**T**HIS phase of Minnesota educational work is in a most flourishing condition. By legislative enactment a Library Board has been created to select a list of desirable books. This Board consists of the four Normal School Presidents and the Superintendent of Public Instruction. The list compiled is a most admirable line of juvenile literature. Any book on this list may be obtained from the state contractor at wholesale rates.

The state has set apart a certain sum for the encouragement of school libraries. Any district making its first purchase of books may secure from the state an amount equal to that furnished by the district, provided it does not exceed twenty dollars. Subsequent orders, if not in the same year, may secure, in like manner, lesser sums.

The effect of this arrangement has been to effectively stimulate the growth of country and village school libraries. The amounts involved are not large enough to have so appreciable an effect upon the larger towns. Even here, however, there has been a very rapid increase in the number of volumes.

The engravings upon the opposite page indicate the character of the facilities supplied in the larger cities. In these libraries is also provided the best periodical literature. The state report for year ending 1892, shows :

Number of Libraries in the State.....	1,568
Number of Volumes in the State.....	35,000
Cash Value of the Libraries.....	\$60,000.00
Amount spent by Districts during year .....	9,179.79
Amount spent by State during year.....	6,424.93





*Stillwater.*



*Winona.*



*Duluth.*



*St. Paul.*

PUBLIC SCHOOL LIBRARIES.

## DRAWING AND INDUSTRIAL WORK.

**E**XPLANATION or justification of drawing and industrial work as a branch in the public school course is entirely unnecessary to any person born in Scandinavia, Germany or France. For years this subject has been a prominent feature in the schools of those countries. In 1876 at the Philadelphia centennial, American conceit received a severe shock, when the marked inferiority, from an artistic standpoint, of American products became so painfully apparent. Investigation revealed the explanation in the training received by foreign children in drawing. Beginning in Massachusetts with the usual American push, drawing rapidly became a feature of public school work throughout the United States.

More recently, thoughtful Americans have been deeply impressed with the following facts: That all of our best mechanics are foreign born. That the spirit of educational methods has been such as to cause the great majority of educated boys to seek professional life until these avocations have become overcrowded. That the apprentice system is a thing of the past. That the marked attention given to industrial training in European schools means America must do the same or fall behind in the industrial race.

The marvelous energy of the American people is shown in the rapidity with which manual training and technical schools have sprung into being throughout the entire country. City after city has added this feature to its course of instruction. The largest cities in Minnesota have manual training as a part of the school work.

Manual training has received the cordial approval of a great many school men at state and national conventions. At present it is merely in an experimental stage; what the final outcome will be no one can say. That manual training in some form has come to stay as a feature of American schools is as certain as the fact that America is rapidly becoming the greatest industrial nation on the face of the earth. Inasmuch as the great majority of our school children must enter upon some industrial occupation the necessity of making drawing and manual training features of school life can not be questioned.

In every great manufacturing concern the draughting table is of prime importance. The best paid artisans are those who understand and read working drawings. Decoration is becoming more and more a feature of all kinds of manufactured goods.

In accordance with ideas above set forth, drawing and manual training have become a part of school work. Crude and imperfect as may be the course, it is planned to be progressive from the primary to the high school.

The choice of material is necessarily restricted to that which can be most easily obtained and will require the fewest tools.

The purpose of this work is to help on the great reform of dignifying labor, and turning the tide from the genteel professions, to intelligent, educated artisanship, also to help develop in the child powers of perception, invention and creation.



*Minneapolis - Sewing.*



*Minneapolis - Cooking.*



*St. Paul - Sewing.*



*St. Paul - Cooking.*

DOMESTIC ECONOMY—ST. PAUL AND MINNEAPOLIS.



## DRAWING AND INDUSTRIAL WORK—CONTINUED.



As you can teach a child the art of swimming without his going into the water, so can you teach mechanical drawing and designing without any material with which to execute the drawing or design. But exactly as trial in water is related to swimming, so is execution in material to the working, drawing, or design.

While the ability to make the outline of a design is a valuable acquisition for any child, the power to tint and color the design with harmoniously blended and related colors adds very much to its value. Therefore study of color properly becomes a feature of the course.

In the lower grades fifteen to thirty minutes are daily given to drawing, while once a week, about noon an hour is devoted to industrial work. It is claimed that the following benefits result from the continuous pursuit of this branch of work in our schools. Enthusiasm and interest in school life is increased. Improved attendance thereby obtained. Better work is done in the regular branches by reason of this interest, enthusiasm and improved attendance. It develops and calls out latent special capabilities in pupils deficient in ordinary school work. Familiarity with geometric forms and their application to decorative purposes acquired. The ability to appreciate and create decorative designs is stimulated. Pupils are enabled to construct, interpret and apply working or mechanical drawings. The foundation of all good mechanical work is laid in acquiring the habit of working exactly to the line; a valuable preparation for any trade. The senses of touch and sight are cultivated. Habits of patience, carefulness, exactness and neatness are promoted. Powers of thought and judgment are developed. A training is supplied the pupil which will prove of inestimable value in any walk of life.

Drawing is the vital and all essential element permeating the entire course from beginning to end. Pupils are expected to learn to sketch objects, to construct and understand working drawings, to comprehend and create decorative designs, and to acquire skill in the use and harmony of colors. For the many grades this work is carried on by means of colored paper; in the remaining grades with water colors.

The spirit of the hand training is the skillful execution by the pupil in some suitable material of his conception embodied in working drawing or design.

Drawing in the above spirit is taught in 111 of the 132 graded schools of the state. Faribault is the only one of the larger cities in which this branch is not taught. The industrial work is limited to the larger towns. Sewing is regularly taught in a number of cities. Cooking has recently been made a feature of the schools of Duluth, St. Paul and Minneapolis.

For fuller details the catalogues of the various city schools may be consulted.



*Minneapolis.*



*St. Paul.*



*Stillwater.*



*Duluth.*



*Winona.*

PUBLIC SCHOOL DRAWING ROOMS.



*Minneapolis*



*St. Paul*



*Duluth*



*Stillwater*

PUBLIC SCHOOL MANUAL TRAINING SHOPS



## MORALS AND PATRIOTISM IN THE PUBLIC SCHOOLS.



**N**OTHING in the line of school work can surpass in value the lessons which form character, give clearer ideas of right and wrong, create a regard for mutual rights or enkindle the fire of patriotism. For the furtherance of these objects there is no more powerful agency in existence than the free public school. Here all classes, all sects, all nationalities mingle, and learn to know each other. Nothing is more fatal to bigotry and caste. The daily routine of the school room discipline promotes habits of neatness, punctuality, industry, patience, courtesy, submission to proper restraint.

Set lessons are of but little value. The most powerful lesson, by far, is unconsciously given by the teacher whose life is a true type of noble manhood or womanhood. A teacher must live a life above reproach. This alone secures respect. Without respect nothing can be done. Once secure this respect and the frown of dissatisfaction or the smile of approval will cause deeper lessons to sink into a young heart than hours of admonition. Payne says:—"There is no power under heaven like simple unostentatious goodness of heart. Character alone can transform character. Success is impossible unless there be a warm feeling of sympathy and affection between the teacher and the taught."

In some of the public schools precepts similar to the following have been printed in form of small slips and pasted in the pupil's reader or arithmetic for ready reference. In the hands of the true teacher it furnishes a potent agency for moral instruction: *Precepts of Good Conduct*.—Be neat; be on time; do everything quietly; do not make fun of the mistakes or misfortune of others; do not annoy others; avoid rough and noisy conduct on the street or in public places; do not stare at strangers; thank any one who may do you a favor; greet with the usual form your teacher and friends when meeting or parting; if a boy, lift your hat, when meeting on the street a lady friend, a teacher or an old gentleman; never use language you would not have your teacher or your mother hear; above all do as you would be done by.

Patriotism, love and loyalty to our flag and country, is of paramount importance. On school room walls have been placed pictures of the great men of our nation, notable events in its history, also, in a conspicuous position, tastefully arranged, our national colors. The national songs are taught. Schools provided with a flag and staff give a general lesson upon the events commemorated by the flying flag. Janitors or pupils raise the flags on certain days of note.

## VENTILATION.



**N**O subject related to education is of more importance to successful school work than that of pure air. How to supply effectively and economically an abundance of fresh air deserves most thoughtful consideration. During the past ten years the necessary appliances for the accomplishment of this result have been extensively introduced throughout the state. For large buildings the use of fans, rotated by steam or electrical power is becoming general. It has been demonstrated that two fans produce the best results. One fan forces pure air through suitable ducts into the various rooms while the other fan exhausts the foul air. It is possible to find crowded rooms utterly free from the characteristic odor so common to the old style school. The effect upon the comfort, health and happiness of the school can only be appreciated by those who have experienced the beneficial change from the old order to the new.

Many contemplating ventilation appliances are appalled by the cost of such a plant and the seemingly great expense of running the apparatus. The old adage, "the best is the cheapest," has been abundantly verified in this instance. One city, when confronted with a price of \$3,000 for a complete system of mechanical ventilation, attempted the less expensive, natural or hot air ventilation at a cost of \$700 in accordance with the plans of a local expert. Three years later this \$700 plant was torn out and the \$3,000 one put in. For five years it has given unbounded satisfaction to all concerned. So satisfactory was the experiment that the remaining large buildings of the city were equipped with similar apparatus.

Another point has been demonstrated that the running expense is not so excessive as apprehended. Two facts are very suggestive. The temperature of a poorly ventilated room will be found from ten to fifteen degrees higher at the ceiling than at the floor. This means an immense loss of heat by radiation from the walls in severe weather, as well as long hours of firing to maintain this temperature. With thorough ventilation by fans the temperature will not show a difference of two degrees between the floor and ceiling and by reason of the quickness with which the air of the room can be changed, the hours of firing are much shorter. In this phase of the subject lies the explanation of the fact that the expense for fuel needed to warm the supply of fresh air, is not much greater than that involved by the old system.

At Stillwater, Jacketed stoves and furnaces were put in the smaller buildings in accordance with the suggestions given in the little work on Rural School Architecture, issued by the United States Bureau of Education. The results obtained were very satisfactory.

In all the large cities of Minnesota will be found ventilation appliances as shown in engraving on the opposite page.



*Fan and Steam Coils.*



*Fresh Air Duct.*



*Jacketted Stove.*



*Engine and Dynamo.*



*Boiler and Fan.*



*Engine Room.*



*Engine and Furnaces.*

VENTILATION APPLIANCES.



## OPTICAL PROJECTION.



**P**ROGRESSIVE in school architecture, in ventilation, in the modern phases of educational work, it is only natural that Minnesota should be at the front in lines of illustration by means of optical projection. Its Normal and Special schools, its Colleges and its University are nearly all supplied with some form of projection appliances. In the High schools of Stillwater, Winona, Duluth, St. Paul and Minneapolis, may be found similar apparatus. The most signal work in this line has been done at Stillwater, where for the past ten years efforts have been made to apply projection to every phase of school work. A well furnished school shop and photographic dark room furnished the means by which an extensive outfit of home-made apparatus has been constructed. This home-made outfit includes a dozen solar cameras, a lantern, gas tanks, solar microscope, screens, window blinds, a lantern slide camera and nearly 1,000 slides. This equipment was constructed by the Superintendent, or under his immediate supervision. By purchase the total number of slides amounts to nearly 2,000. Twenty-four rooms have been arranged for the work. Projection by sunlight is practiced from the first grade to the High school. By its aid many a dry and monotonous lesson is thoroughly relieved. Supplementary reading or music may be furnished in great variety and quantity. All of the finest productions in the whole realm of art, the wonderful works of Bonheur, Landseer, Thorvaldsen, may be brought into the school room with all the beauty and inspiration that we have so often enjoyed at public exhibitions. With exact fidelity may be reproduced photographs of animals found in zoological gardens, museums, or plant and animal life as depicted by the engraver's art, in the most superbly illustrated books of natural science. In no part of school work is there such an unlimited field for the use and application of this art as in Elementary science and geography. As a basis for oral and written language work, projection stands unrivalled. Compositions are no longer bugbears to both pupils and teachers, but one of the most natural, easy and enjoyable phases of school life.

Diagrams, charts, outline maps may be photographed in form of lantern slides, projected on paper, cloth or blackboard, traced with a pencil, to be afterwards made permanent with ink or paint. In the experimental work at Stillwater attempts have been made to attain two objects, first, a quick and effective method of preparing lantern slides by photographing engravings. Sixty slides prepared in one Saturday forenoon, with the help of one assistant, will indicate, in some measure, the success of the first attempt. These results are possible with the lantern slide camera of special construction, devised by the Superintendent, and constructed in the High school shops. The projection apparatus, devised and constructed in like manner, seems equally successful. It comprises six distinct features. A light, strong and durable heliostat to direct the sun's rays at any season of the year or hour of the day. A compact projector by which lantern slides are thrown upon a screen. A device by which ordinary engravings or photographs of suitable size, may be projected in the same manner as lantern slides. A lantern attachment for use when the sun is not available. A rack for the quick and easy adjustment of the instrument in the window, as well as its support when not in use. Accessory apparatus in the form of solar microscope, vertical attachment, polariscope, etc.

The engraving upon the opposite page illustrates the use of Optical Projection in the class room. Other illustrations are given on page nineteen, among the Stillwater views.



PROJECTION OF PICTURES BY SUNLIGHT.

11078

## PHYSICAL CULTURE.



**A**T our Normal schools and in the leading public schools physical culture has a deserved recognition. This subject, as a feature of public school work, needs no justification. Aside from its value as an aid in the symmetrical development of the body, the ten to fifteen minutes daily given to this subject will be more than made up by the increased vigor with which other work will be done.

The purpose of physical culture should be to square up the shoulders, fill out the chests, strengthen the muscles and give ease and grace of movement.

The best results are obtained by the teacher who is an enthusiast over the Delsarte or some other system. Enthusiasm begets enthusiasm. Listless and indifferent movements on the part of teachers or pupils are of no value whatever. Special teachers in our training and Normal schools have done much to promote the cause of this subject in the common schools.



ST. PAUL TRAINING SCHOOL.

## MUSIC.



**T**HIS branch has deservedly occupied a prominent place in the work of the leading schools of the state. It is a most valuable adjunct to oral reading in developing pure, flexible

and pleasing tones. For this one purpose alone the few moments daily given to the subject bring rich returns. Another feature deserving of serious consideration is its value as a means of inculcating moral and patriotic sentiments. This is a matter of inestimable value in the social life of any community.

In addition to the above, music possesses intrinsic merit of high order in the symmetrical discipline and development of the mind. It is a matter for just pride that this subject is so generally taught

in our schools. According to the state report for the year ending 1892, eighty of the one hundred and thirty-two graded schools of Minnesota are giving thorough and systematic instruction in music.

